

POSITIVE PERSONAL PROFILE



student name

school

POSITIVE PERSONAL PROFILE[®]

Helping all students become active participants in the post-high school transition planning process

Helping high school students determine their future is a very challenging business. These students often do not know how to plan for what will happen after *today*, let alone after high school or college. Often times, students will make dozens of visits to the school guidance or career counselor in order to begin strategizing life plans. Guidance and career counselors, in turn, ask students many questions, take many notes, and offer goal setting assistance as best as they possibly can.

It is with **goal setting** in mind that the Positive Personal Profile was developed. The authors have worked with thousands of students (and their teachers) on career planning and preparation skills. Over and over again, it was apparent that students and their families found it difficult to keep and retain all of the information gathered, *and* remember what it was that they needed to do next. The Positive Personal Profile is a generic tool that can be used effectively and efficiently by guidance counselors, teachers, families, individual students, small groups, or in a classroom environment.

The following information is obtained through completion of the Positive Personal Profile:

- Student-focused dreams and aspirations, skills and talents, hobbies, personality traits, and basic learning styles.
- A “how to help me” guide relating to needs in the following areas: academic challenges, work habits, interpersonal skills, extracurricular activities, civic responsibilities, independent living, physical/mental health, self-determination, and career development.
- A self-rating system for Basic Skills for Career Success in the 21st Century and post high school goals: communication, team work, problem solving and employability skills, as well as employment-related skills in the areas of math, reading and computer knowledge.
- A Career Development Checklist denoting particular goals for the following post-secondary options: employment, 2-year college, technical/trade school, 4-year college, and military careers.

The Positive Personal Profile is the first step in helping students create a complete and thorough career and transition portfolio. Place the Profile into a 3-ring binder with sections for research activities, a learning styles assessment, and any other materials pertaining to career exploration and job training. By employing the suggested uses of the Profile and using your own creativity, students will be well on the road to post high school success.



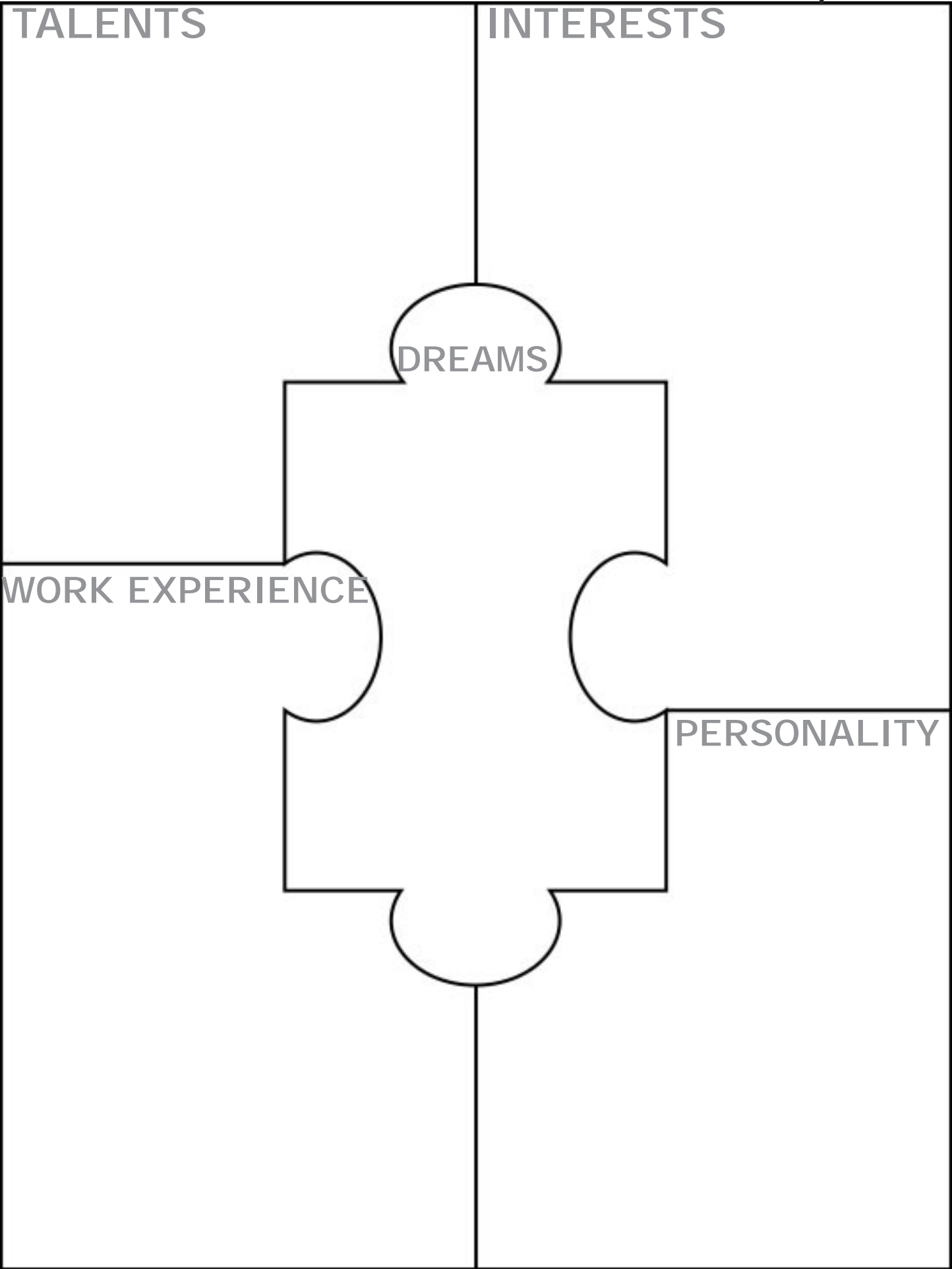
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HOW TO USE THE POSITIVE PERSONAL PROFILE

The Positive Personal Profile is not a tool intended to be completed in one sitting. Rather, this instrument should be used with young people at several points in their educational career, starting as early as 7th grade. The document can be used as part of portfolio development and/or the IEP, so long as the student plays an active role in preparation. It is imperative that those working with the student have direct knowledge of the student's skills and abilities, as well as areas needing improvement. Some suggestions for implementation follow:

Topic	Page(s)	Who?	When/How?	Outcome
Dreams and Aspirations	01-03	Student - along with classroom teacher, guidance counselor, or parent.	This page can be completed once or yearly, over the course of middle and high school. Try to complete it at the beginning and end of the same school year to see if goals change based on educational/occupational experiences.	Brief interview format to determine personal goals and ambitions.
Skills and Talents	05	Student - along with classroom teacher, guidance counselor, parent or other professional.	Possibilities include: after vocational assessment or informal assessments. Ideally, this page should be completed early on, and revisited yearly.	While working with a knowledgeable adult, the student will delineate their strengths - the beginnings of a resume.
Hobbies and Interests	07	Student and parent	At any time over the course of middle or high school.	The student and his/her parent will identify extracurricular activities -many of which can assist with occupational planning.
Positive Personality Traits	07	Student	At some time during the course of his/her high school career, the student can interview a variety of adults.	Many students have a difficult time finding positive things to say about themselves. This interview will allow them to hear positive remarks/statements from adults important in their lives.
Learning Styles	09	Student - along with a classroom teacher, guidance counselor, or other professional.	This brief assessment should be completed early on (possibly in addition to your school's own inventory), in order to allow as much time as possible for career exploration.	After determining how the student feels most confident working, career exploration can begin by researching jobs that match those particular areas of comfort.
Specific Challenges and Accommodations	09-17	Student - along with different classroom teachers, parents, and friends.	This brief assessment should be completed after 10th grade - once the student has a better understanding of "self."	Once completed, this tool is an incredible interview preparatory device. It helps students view their areas of need in a reverse fashion - as I can do this when....
21st Century Skills	19	Student with Guidance Counselor or other support personnel	Completed in 9th grade, and revisited one-year prior to exiting.	Once completed, this evaluation helps the student (and counselor) focus on and better determine ideal employment situations in which to be involved.
Post High School Goals	25	Student, along with a person of his/her choice	This goal should ideally be determined by grade 10 - so that planning and preparation for transition needs will be useful.	This very brief question/answer format will help to determine a starting point for transition planning
Career Development Checklist	27	Student and classroom teacher, transition specialist, parent, media specialist, and/or mentor.	This checklist is an on-going reference tool and inventory to be used when researching the post high school goal determined above.	By completing each section under the specified goal area, students will better determine if a specific situation is right for them. It is also a point at which to review whether or not goals are appropriate and obtainable.



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MY CAREER DREAMS and ASPIRATIONS

Each school year, record your career interest areas.

[note to student: you may indicate either a type of job – such as camera operator, or x-ray technician, or an occupational category –such as visual arts and design, or medical health care.]

7th Grade _____ year	8th Grade _____ year
9th Grade _____ year	10th Grade _____ year
11th Grade _____ year	12th Grade _____ year
PostSecondary _____ year	PostSecondary _____ year

Notes

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OTHER LIFE DREAMS AND ASPIRATIONS

These are the relationships I d like to have:

This is where I d like to live:

Here are some fun things I d like to do:

Here are some places
I d like to go:

Here are my plans for education and
training when I leave High School:

These are ways I plan to get around the community:

other things I like to accomplish:

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SKILLS AND TALENTS

In school, I feel most confident when involved in the following activities:
(Ex. specific class, independent or group projects, field trips, etc.)

At home I know how to do these things well:
(Ex. Laundry, yard work, use computer, etc.)

In my neighborhood and community, I know how to :
(Ex. use public transportation, buy groceries , etc.)

I have these manual and physical skills:
(Ex. skateboard, use tools, specific sports, etc.)

I have these artistic talents:
(Ex. computer graphics, drawing, singing, playing instrument, etc.)

I have had these work experiences (paid and volunteer):

These are my best work habits:

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HOBBIES AND INTERESTS

For fun, I really enjoy these activities:

POSITIVE PERSONALITY TRAITS

People who know me would say these positive things about my personality:

I am:

I would say these positive things about my own personality:

I am:

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LEARNING STYLES

After completing an in-depth learning styles assessment, put a checkmark next to those statements that describe you.

I seem to learn best when I can:

most of the time	hardly ever	
<input type="radio"/>	<input type="radio"/>	analyze a problem and find patterns and solutions. I like using logic and facts.
<input type="radio"/>	<input type="radio"/>	use my writing and language skills a lot. I really enjoy reading and writing stories, and poems. I like using words to express myself.
<input type="radio"/>	<input type="radio"/>	use my visual sense and my manual dexterity together — to create art or to design and build things, to assemble things, or to develop new inventions.
<input type="radio"/>	<input type="radio"/>	listen to music and create musical compositions and sounds to express myself.
<input type="radio"/>	<input type="radio"/>	be physically active. I like to participate in such things as working out, sports, dancing. I like to be in motion.
<input type="radio"/>	<input type="radio"/>	spend time with other people — working, playing, helping, learning, and sharing ideas. I can usually tell how people are feeling.
<input type="radio"/>	<input type="radio"/>	work independently. I take lots of time to quietly think about things. I usually know when I'm feeling a certain way and I am able to use this understanding to make decisions and solve problems in a positive manner. I am very comfortable being by myself.

SPECIFIC CHALLENGES AND ACCOMMODATIONS

Here are some things in my life that are challenging and here are some ideas that would help me.

SCHOOL WORK • ACADEMICS

I need to improve:

Things that would help me are:

People I can ask for help:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

WORK HABITS

I need to improve:

Things that would help me are:

People I can ask for help:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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SOCIAL LIFE • INTERPERSONAL SKILLS

I need to improve:

Things that would help me are:

People I can ask for help:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

HOBBIES • RECREATION • EXTRACURRICULAR ACTIVITIES

I would like to:

Things that would help me are:

People I can ask for help:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

COMMUNITY LIFE • CIVIC RESPONSIBILITY

(Ex. Neighborhood activities, worship, community service)

I would like to:

Things that would help me:

People I can ask for help:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

HOME LIFE • INDEPENDENT LIVING

I would like to:

Things that would help me:

People I can ask for help:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

PHYSICAL AND MENTAL HEALTH

to keep healthy, I need to

Things that would help me:

People I can ask for help:

_____	_____	_____
_____	_____	_____
_____	_____	_____

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SELF-DETERMINATION – Taking Charge of your own life

(Ex. I can identify my strengths, weaknesses, preferences, and needs; I can get help when I need it;
I can speak up for myself and work positively towards achieving my goals)
I need support with:

Things that would help me:

People I can ask for help:

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Self Determination has to do with our abilities and attitude. Self-Determination is what helps us make important choices and decisions in our life. It has to do with accepting ourselves, respecting ourselves, and valuing ourselves for who we are.

When we are “self-determined”, we are able to create short-term and long-term goals based on our personal dreams. We are able to reach some goals independently, and others we need to ask for help along the way. Self-determination, or self-belief, helps us do this with pride and dignity.

Use the following checklist to examine your self-determination strengths. Be honest with yourself, and decide on areas you wish to improve. Talk with someone you trust (a teacher, a parent, a relative, a friend, etc.) on ways to help you improve.

Skill	Yes	Date	I will ask.....for help:
1. I know what I do well (strengths) in school			
2. I know what I do well (strengths) outside of school			
3. I can explain my skills and strengths (and tell people about these)			
4. I know when I need help			
5. I ask for help when I need it			
6. I can describe to a teacher the best way to help me.			
7. I understand that I m responsible for my own behavior			
8. I am proud of myself			
9. I set goals for myself			
10. I create lists for myself to help me achieve my goals			
11. I think it is okay to disagree with someone			
12. When I disagree with someone, I listen to his or her opinion			
13. I know what my disability is			
14. I have practiced explaining my disability to a teacher or an employer			
15. I know what accommodations I need to be successful in the classroom			
16. I am present in my own IEP meetings			
17. I participate in my own IEP meetings			
18. I know what accommodations I need in the workplace			

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Career Development is more than simply knowing what you want to be when you “grow up.” It includes things such as knowing yourself (what you’re good at and what you like to do), knowing what jobs are available in your community, exploring different career choices, preparing a resume, practicing for an interview, and filling out a job application.

Here are some skills that can help you increase your chances for landing the job of your dreams.

Skill	Yes	Date	I will ask.....for help:
1. I have taken a vocational interest inventory			
2. I know what my occupational area of interest is			
3. I can identify at least two jobs and/or companies that match this interest			
4. I know how much schooling I need (high school diploma, etc.) to be employed in this job			
5. I have the reading and math skills necessary to be successful in this job			
6. I know the physical demands of this job and am strong enough to handle it			
7. I need more training in order to get this job (be specific)			
8. I have visited a company that offers this type of employment			
9. I have talked with people who perform this job			
10. I have completed a job shadow experience related to this field			
11. I have completed a resume			
12. I have practiced my interviewing skills			
13. I have asked at least two people to give me feedback on my interviewing skills			
14. I have practiced strengthening my weak areas of interviewing			
15. I have practiced completing a job application form			
16. I can identify 3 skills I possess pertaining to this career choice			
17. I can identify 3 of my positive personality traits			
18. I can identify 3 of my interests or hobbies			
19. I can identify 3 possible barriers to employment			
20. I can identify 3 accommodations to alleviate or lessen each barrier			

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ESSENTIAL BASIC SKILLS for CAREER SUCCESS in the 21st CENTURY

For each area rate yourself; then ask someone you trust to rate you. Compare your ratings.

COMMUNICATION

I can share my ideas with other people and exchange information in a positive and productive way.

SELF RATING	1	2	3	4
------------------------	---	---	---	---

At this time, very hard for
me; I need a lot of support

Very easy for me; I can usually
do this without needing any help

OTHER'S RATING	1	2	3	4
---------------------------	---	---	---	---

TEAMWORK

I work well with one or more people to accomplish goals. I can usually work with people who may do things differently than me.

SELF RATING	1	2	3	4
------------------------	---	---	---	---

At this time, very hard for
me to work with a team

I'm a very good team member; I
enjoy being part of a work group

OTHER'S RATING	1	2	3	4
---------------------------	---	---	---	---

(Circle One) When given a choice, I prefer to:

WORK BY MYSELF

WORK WITH A PARTNER

WORK WITH A TEAM

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PROBLEM-SOLVING

I can take a close look at a problem or a situation and come up with several possible solutions.
I like to try different solutions until I find one that works.

SELF RATING	1	2	3	4
------------------------	---	---	---	---

Depends on the problem, but
usually this is very hard for me

Depends on the problem, but
this is usually very easy for me

OTHER'S RATING	1	2	3	4
---------------------------	---	---	---	---

EMPLOYABILITY SKILLS

I demonstrate the values and habits that are important for helping me to succeed in school, on a job,
and in the community.

SELF RATING	1	2	3	4
------------------------	---	---	---	---

I demonstrate some, but still
need a lot of improvement

I demonstrate these
just about all the time

OTHER'S RATING	1	2	3	4
---------------------------	---	---	---	---

BASIC MATH

I can perform common day-to-day and work-related math problems, (with or without a calculator)
Ex. Balance a checkbook, use measuring tool, calculate percentages, handle money transactions).

SELF RATING	1	2	3	4
------------------------	---	---	---	---

At this time, extremely difficult
for me; I need a lot of support

High skill level; I don't
need support

OTHER'S RATING	1	2	3	4
---------------------------	---	---	---	---

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BASIC READING

I can read and understand the main points of newspaper articles, maps, labels on medication; I can follow written directions (Ex. drivers' license, Car owner's manual, set up of VCR, etc.)

SELF RATING	1	2	3	4
----------------	---	---	---	---

At this time, extremely difficult
for me; I need a lot of support

High skill level; I don't
need support

OTHER'S RATING	1	2	3	4
-------------------	---	---	---	---

COMPUTER KNOWLEDGE

Using a "Windows"-based computer program and a mouse, I can design, compose and produce a document with text and/or graphics.

SELF RATING	1	2	3	4
----------------	---	---	---	---

At this time,
not at all

Yes, this is easy
for me

OTHER'S RATING	1	2	3	4
-------------------	---	---	---	---

I can find information using the internet and can send and receive email.

SELF RATING	1	2	3	4
----------------	---	---	---	---

At this time,
not at all

Yes, this is easy
for me

OTHER'S RATING	1	2	3	4
-------------------	---	---	---	---

Notes

CAREER DEVELOPMENT CHECKLIST



POST HIGH SCHOOL GOALS (Major Transition Goals)

At this point in time, I plan to do the following when I leave high school (Check only one):

Go immediately into a job related to my career interest area (see page 27)

Go to a 2-year college or technical school, full time (see page 31)

Go to a 4-year college (see page 35)

Enlist in the military (see page 39)

Other: _____

Remember to keep a record of important information, such as contact names, telephone numbers, email and mailing addresses, etc.

Post High School Goal : EMPLOYMENT

[Put a checkmark next to each completed step.]

Career Awareness

Identify companies and jobs that match your interests

Locally

In your state

In other parts of the U.S. and internationally

For each job, identify required

Level of formal education

Specialized training and skills

Academic skills

Vocational-Technical skills

Manual dexterity

Physical abilities

Personal attributes

Tests

Entrance procedures

Certifications and licenses

For each job, identify places and methods for receiving required education and training in your field(s) of career interest,

Locally

In your state

In other parts of the U.S. and internationally

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Post High School Goal : EMPLOYMENT

Career Exploration

Visit companies and observe/talk to people working in your field of interest

Visit places (in person or on the Internet) that train and educate people in your field of interest (Ex. 2-year colleges, technical & trade schools, art/drama schools, apprenticeship programs, etc.)

Experience community-based job shadowing in your field of interest

Experience in-school jobs related to your field of interest

Have part-time community-based jobs in your field of interest (paid/volunteer, after school; weekends; summer)

Learn more about required tests, licensing procedures, and other entrance criteria related to your career field of interest

Learn about all available services for career counseling and job search assistance (Ex. your state's department of labor, job services offices, vocational rehabilitation, etc.)

Career Preparation

Identify all courses – available in your high school, neighboring high schools, 2-year colleges and technical schools, adult education programs – that can help you prepare for your field of interest

Plan your entire high school course of study

Take available related courses; achieve your best grades and accrue maximum credits

Get passing scores on required state academic standards tests

Participate in extracurricular activities (in school and/or community) that relate to your field of interest

Participate in work experiences related to your field of interest (after school, weekends, summer; paid and volunteer; for credit, e.g., cooperative work, internships, apprenticeships, etc.)

Acquire job seeking and keeping skills

Maintain excellent physical and mental health

Prepare your resume

Gather references

Gather evidence of your skills, talents, and experiences (Ex. photographs, projects, art work, writing samples, portfolios, awards, letters of recognition, articles, etc.)

Take required tests, or practice tests, for your chosen career field; get feedback on strengths and weaknesses; find out how to strengthen weak areas

Notes

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Post High School Goal : 2-YEAR COLLEGE • TECHNICAL • TRADE SCHOOL

The following are step-by-step activities to achieve your post high school goal. Put a checkmark next to each step you complete.

Awareness

Identify colleges and technical or trades schools that offer education and training related to your career interest areas

Locally

In your state

In other parts of the U.S. and internationally

For each college or technical school, identify

Entrance procedures and criteria

Required tests

Different options for courses of study leading to degree, certifications, licenses

Costs: tuition, fees, books, materials, room and board (if applicable)

Sources of financial assistance

Services for career counseling and placement offered by the school

Expected high school performance record: grades, number of credits accrued, types of courses

Whether high school diploma is mandatory or not

Availability of disability support services (if you are currently receiving special education assistance)

Exploration

Visit 2-year colleges and technical schools in your community and your state; observe classes and talk to instructors, students, and other staff

Gather literature and applications

Take the PSATs; get feedback on your strengths and weaknesses; find out how to strengthen your weak areas

Learn more about other required exams; take practice exams, if possible

Notes

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Post High School Goal : 2-YEAR COLLEGE • TECHNICAL • TRADE SCHOOL Preparation

Identify all courses – available in your high school, neighboring high schools, 2-year colleges and technical schools, adult education programs – that can help you prepare for your field of interest

Plan your entire high school course of study, with your career goals in mind

Take available related courses; achieve your best grades and accrue maximum credits

Get passing scores on required state academic standards tests

Participate in extracurricular activities (in school and/or community) that relate to your field of interest

Participate in work experiences related to your field of interest (after school, weekends, summer; paid and volunteer; for credit, e.g., cooperative work, internships, apprenticeships, etc.)

Acquire job seeking and keeping skills

Maintain excellent physical and mental health

Prepare your resume

Gather references

Gather evidence of your skills, talents, and experiences (Ex. photographs, projects, art work, writing samples, portfolios, awards, letters of recognition, articles, etc.)

Take required tests; get feedback on strengths and weaknesses; find out how to strengthen weak areas

Identify the schools in which you are interested in applying

Complete and submit required application forms and procedures

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Post High School Goal : 4-YEAR COLLEGE • TECHNICAL • TRADE SCHOOL

The following are step-by-step activities to achieve your post high school goal. Put a checkmark next to each step you complete.

Awareness

Identify colleges and technical or trades schools that offer education and training related to your career interest areas

Locally

In your state

In other parts of the U.S. and internationally

For each college or technical school, identify

Entrance procedures and criteria

Required tests

Different options for courses of study leading to degree, certifications, licenses

Costs: tuition, fees, books, materials, room and board (if applicable)

Sources of financial assistance

Services for career counseling and placement offered by the school

Expected high school performance record: grades, number of credits accrued, types of courses

Whether high school diploma is mandatory or not

Availability of disability support services (if you are currently receiving special education assistance)

Exploration

Visit 4-year colleges and technical schools in your community and your state; observe classes and talk to instructors, students, and other staff

Gather literature and applications

Take the PSATs; get feedback on your strengths and weaknesses; find out how to strengthen your weak areas

Learn more about other required exams; take practice exams, if possible

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Post High School Goal : 4-YEAR COLLEGE • TECHNICAL • TRADE SCHOOL

Preparation

Identify all courses – available in your high school, neighboring high schools, 2-year colleges and technical schools, adult education programs – that can help you prepare for your field of interest and college study.

Plan your entire high school course of study, with your career goals in mind

Take available related courses; achieve your best grades and accrue maximum credits

Get passing scores on required state academic standards tests

Participate in extracurricular activities (in school and/or community) that relate to your field of interest

Participate in work experiences related to your field of interest (after school, weekends, summer; paid and volunteer; for credit, e.g., cooperative work, internships, apprenticeships, etc.)

Acquire job seeking and keeping skills

Maintain excellent physical and mental health

Prepare your resume

Gather references

Gather evidence of your skills, talents, and experiences (Ex. photographs, projects, art work, writing samples, portfolios, awards, letters of recognition, articles, etc.)

Take SATs

Identify the schools in which you are interested in applying

Complete and submit required application forms and procedures

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Post High School Goal : MILITARY

[Put a checkmark next to each completed step.]

Awareness & Exploration

Visit all the military installations in your state

Visit recruitment offices and learn all you can from the recruiters

For each branch of the military, identify required

Level of formal education

Specialized training and skills

Academic skills

Vocational-Technical skills

Manual dexterity

Physical abilities

Personal attributes

Tests

Entrance procedures

Identify the branch of service you are most interested in:

If offered in your school system, investigate possibility of enrolling in ROTC

Preparation

Take the ASVAB and other required exams; identify your strengths and weaknesses; get feedback from teachers and recruiters

Get your driver's license

Identify all courses – available in your high school, neighboring high schools, 2-year colleges and technical schools, adult education programs – that can help you prepare for your field of interest

Plan your entire high school course of study, with your career goals in mind

Take available related courses; achieve your best grades and accrue maximum credits

Get passing scores on required state academic standards tests

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Post High School Goal : MILITARY

Participate in extracurricular activities (in school and/or community) that relate to your field of interest

Participate in work experiences related to your field of interest (after school, weekends, summer; paid and volunteer; for credit, e.g., cooperative work, internships, apprenticeships, etc.)

Acquire job seeking and keeping skills

Maintain excellent physical and mental health

Prepare your resume

Gather references

Gather evidence of your skills, talents, and experiences (Ex. photographs, projects, art work, writing samples, portfolios, awards, letters of recognition, articles, etc.)

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